

COMPREHENSIVE SCHOOL & DISTRICT IMPROVEMENT PLANNING

**GUIDEBOOK SUPPLEMENT
MAY 2003**



Gene Wilhoit, Commissioner of Education

TABLE OF CONTENTS

Categorical Programs	Page 3
Overview of Plan Submission	Page 4
Submission of Assurances	Page 5
Needs Assessment	Page 8
Action Plan Format	Page 8
Amendment Guidelines	Page 9
Program Report Requirements	Page 11
Appendix A Assurances	Page 12
Appendix B Program Reports and Links	Page 25
Appendix C Amendment Guidelines	Page 30
Appendix D Final Budget Submissions	Page 32
Appendix E Flexible Focus Fund	Page 37

CATEGORICAL PROGRAMS

Included In The Comprehensive Improvement Planning Process For Funding Purposes 2003 -
2004

FEDERAL GRANT PROGRAMS

No Child Left Behind (NCLB), Title I: Part A
Improving Basic Programs

NCLB, Title I: Part B??
Even Start Continuation

NCLB Title I: Part C
Education of Migratory Children

NCLB, Title I: Part D
Neglected and Delinquent

NCLB, Title II: Part A
Teacher Quality

NCLB, Title II: Part D?
Education Technology

NCLB Title III: Part A, Subpart 1
Language Instruction for Limited English
Proficient and Immigrant Students

NCLB, Title IV: Part A?
Safe and Drug Free Schools and Communities

NCLB, Title V: Part A?
Innovative Programs

NCLB, Title VI: Part B, Subpart 2
Rural and Low Income Schools

Individuals with Disabilities Education Act
(IDEA) Basic

Individuals with Disabilities Education Act
(IDEA) Preschool

**Carl D. Perkins Vocational and Technical
Education Act**

STATE GRANT PROGRAMS

?? Flexible Focus Fund
Extended School Services
Professional Development
State Preschool Program
Textbooks (NO Funds 2003-2004)
Safe Schools*

?? Kentucky Education Technology System
?? Gifted and Talented Education

OTHER PROGRAMS

**Universal Service Administrative Company
(USAC) Schools and Libraries Division**
E-Rate Program

***Center for School Safety (CSS)**
State Safe Schools is not in plan – approved by
Center for School Safety

**Commonwealth School Improvement Funds
(CSIF) For Level 1, 2 and 3 schools to be targeted to
closing achievement gaps for 2002 -2004.**

OVERVIEW

Comprehensive District and School Improvement Plan: Submission Requirements

By July 1:

Superintendent sends email addressed to “KDE Assurances” for the next school year. This serves as formal notification to the Kentucky Department of Education that the district will abide by the Assurances and that all requirements will be met.

A separate address has been set up in the **Global Address List** to enable district personnel to email Assurances to KDE. Please choose “**KDE Assurances**” from the Global Address List for the “To:” box when submitting email to guarantee the Assurances for your plan. In the Subject Line, enter: Assurances for _____ District. In the message box, please send a link to your district web page where KDE staff can view the District Plan. Districts should also post direct links to school plans from their district plan web page. This electronic posting constitutes submission of the school and district plans to the Kentucky Department of Education.

On-Going:

The most recently approved Comprehensive District Plan and all School Improvement Plans should be kept current on local district web pages at all times (Word/PDF document). (Please use a format that can be printed.)

By September 30:

The final MUNIS budget will be posted on the district web page by Grant and by Location (See Appendix D) by September 30.

Posting of CP Electronic MUNIS District Budget Report

The final MUNIS Budget Report should be posted on the district web page no later than September 30. District personnel should email the link to KDE. Please choose “**KDE Assurances**” from the Global Address List for the “To:” box when submitting email. In the Subject Line, enter: “MUNIS Budget for _____ (current year). In the message box, please send a link to your district web page where KDE staff can view the MUNIS budget.

Final MUNIS budgets should be posted on district web pages. **By Grant and By Location by**

ASSURANCES

ASSURANCE CERTIFICATION

The Assurance Certification is a statement that assures all legal requirements are met in accordance with federal and state laws and regulations that define specific program activities and expenditure of funds. The superintendent and the board chair must sign the Assurance Certification. The signed Assurance Certification is posted on the district web page as part of the district plan format provided by KDE, and the link for the *Comprehensive District Improvement Plan and the MUNIS Budgets* are submitted to the Kentucky Department of Education by email from the superintendent. Posting of the district plan on the local district server and the email from the superintendent authorize the local school district to accept funds and conduct programs that support district goals and operations and the priority needs of schools. The local board of education is responsible for the fiscal control of funds received under such programs and holds the title to property acquired with such funds.

SBDM Councils should review the Assurances each year and sign off indicating that they have reviewed them. A sample school plan cover page format is provided on the KDE Comprehensive Improvement Planning web page.

The local district superintendent or designee submits the District Plan (MS Word) and MUNIS budget LINK via email to the Kentucky Department of Education.

The cover page (see page 6) for the district's *Comprehensive Improvement Plan* shows the required Assurance Certification, as it must be posted on the district server. We have also provided a sample district web page (see page 7) that includes the district plan and links to each school plan.

The updated Assurances Section is located in **Appendix A**. Districts do not need to include the entire Assurances Section in their online plan. Instead, the link on the Assurances page will take viewers to the location of the Assurances information on the KDE web page.

SCHOOL DISTRICT

COMPREHENSIVE IMPROVEMENT PLAN

ASSURANCE CERTIFICATION School Year 2003-2004

I certify that to the best of my knowledge, the information contained in this application is correct and complete and that the agency named in this application has authorized me, as its representative, to obligate this agency to conduct any ensuing program or activity in accordance with all applicable Federal and State laws, regulations and specific program assurances contained in the *Kentucky Comprehensive Improvement Planning Guidebook*. It is understood that this application, once posted to our local district server for public access constitutes an offer, and if accepted by the Kentucky Department of Education or negotiated to acceptance, will form a binding agreement.

Superintendent _____

Board Chairperson _____

Note: A complete copy of the "Assurances" is available for download from the Kentucky Department of Education's Comprehensive improvement Planning Web Page at

<http://www.kyschools.org>

Click on *School Improvement*

Click on *Comprehensive Improvement Planning*

Click on *KDE Planning Tools*

Assurances are located in the *Guidebook Supplement* document.

For instructions regarding electronic submission, contact the Kentucky Department of Education or visit the Department's comprehensive improvement planning website at:

District Plan Format Copyright ? Kentucky Department of Education, 2002

SAMPLE DISTRICT WEB PAGE:

Any Kentucky School District Comprehensive Improvement Plan

Our School District Mission:

*The mission of our Kentucky School District is to provide for each child
an internationally superior education and a love of learning that will
result in proficiency for each student in our district by 2014
and that will enable each student to graduate from high school
and pursue his or her life's work as a productive and valued member
of our community, our state and our world.*

District Comprehensive Improvement Plan

Final Budget by Location

Final Budget by Grant

Elementary School #1 2002-2003 Improvement Plan

Elementary School #2 2002-2003 Improvement Plan

Our Middle School 2002-2003 Improvement Plan

NEEDS ASSESSMENT

Annual Review of Disaggregated Data by School Council

KRS 160.345 - SECTION 2 (j) Each school council shall annually review data on its students' performance as shown by the Commonwealth Accountability Testing System. The data shall include, but not be limited to, information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in the federal free and reduced price lunch program. After completing the review of the data, each school council with the involvement of parents, faculty and staff shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.645 (1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in Section 4 of KRS 158.649. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than November 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty and staff.

1. Each school council must review their student's performance data each year, and develop a plan to ensure that each student makes progress toward meeting state goals.
2. All schools must achieve a CATS index of 100 by 2014. The school plan will need to include goals for students that show how much progress they are expected to make and by when in order to reach that goal.
3. Schools must involve parents, faculty and staff when developing the plan. They can describe this required involvement in the Executive Summary section of the plan.

Closing the Achievement Gaps

All schools are required to adopt targets for reducing their achievement gaps by April 1 of each odd-numbered year and should include those targets in their school plans as per KRS 158.649. (Current Gap Analysis data is available online from the Assessment and Accountability web page in the Kentucky Performance Report, Evaluator's Edition.) http://apps.kde.state.ky.us/cats_reports/

Standards and Indicators for School Improvement

In the Assurances section, number 10 states: "The local school district assures that a comprehensive needs assessment, aligned with the *Kentucky Standards and Indicators for School Improvement*, was conducted at each school and at the district level."

ACTION PLAN FORMAT

Schools In Accountability Levels 1, 2 & 3

In Fall 2002 and each even -numbered year thereafter, schools receive accountability classifications under the CATS system. Regulatory requirements for planning in schools in Accountability Levels 1, 2 & 3 are established in 703 KAR 5:120 and will go into effect when schools receive their test scores for this biennium in Fall 2002.

[View 702 KAR 5:120: <http://www.lrc.state.ky.us/kar/703/005/120.htm>]

Districts with Schools In Accountability Level 3

No Child Left Behind requires school board approval of any Level 3 School Improvement PI an if the Level 3 school is receiving Title 1 funds.

Under 703 KAR 5:130, each local school district is responsible for providing all of its schools with appropriate and effective instructional leadership and instructional support. A local school district is required to modify its Comprehensive District Improvement Plan when a school in the district receives a Level 3 Accountability classification. Regulatory requirements for planning in schools in Accountability Level 3 are established in 703 KAR 5:120 and will go into effect when schools receive their test scores for this biennium in Fall 2002.

[View 702 KAR 5:130 Sections 4 and 5: <http://www.lrc.state.ky.us/kar/703/005/130>]

BUDGET

MUNIS Budget Report Posted

The final MUNIS Budget Report should be posted on the district web page no later than September 30th of each year. District personnel should email the link to KDE. Please choose “**KDE Assurances**” from the Global Address List for the “To :” box when submitting email. In the Subject Line, enter: “MUNIS Budget for _____ (current year). In the message box, please send a link to your district web page where KDE staff can view the MUNIS budget.

Further directions regarding this new posting process are available from the Division of Finance web page or by contacting David Cook at 502-4201. Instructions for the Final Budget report for September 30 are also available in Appendix D.

(<http://www.kentuckyschools.net/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/default.htm>)

Note: A final MUNIS budget for Categorical Programs is submitted to the Department of Education each year, whether or not the district action plan is revised.

Amendment Guidelines for District Plans

Even though an extensive planning process has been used, there may be occasions when changes to the school or district plan are required to meet unexpected needs. There are some situations when an **amendment** is required:

- ?? An amendment is required to open an object code series once a program budget has been approved in writing or electronically by the state or federal program staff in the Kentucky Department of Education. There is no limitation on over-expending in an approved object code series as long as the total allocation is not exceeded. The expenditure report may reflect over - expenditures and under -expenditures in individual object codes.
- ?? An amendment is required to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved. This is not a change in inventory procedures. Inventory procedures must follow state guidelines unless the federal guidelines are more restrictive.
- ?? An amendment is required when there is a need for a major or substantial change to the action plan; i.e., changing a priority or goal, changing the focus of an objective or strategy, and/or significantly expanding or deleting important services to children as described in the action plan.

The local district superintendent or his/her designee submits amendments via email to the Kentucky Department of Education. See **Appendix C**. Results of the amendment review by

PROGRAM REPORT REQUIREMENTS

Program Report Forms

Each Kentucky Department of Education program that is included will provide timely notices and report forms to the local school district superintendent, applicable local program coordinator, and finance officer. MUNIS reports will continue to be submitted quarterly by each school district through the MUNIS reporting system.

All program report forms required by federal and state law will become part of the Enterprise Data System ("Max") being developed by the Kentucky Department of Education. Max will ensure that duplication and unnecessary paperwork are eliminated, and ensure that data collection will be uniform and comprehensive to the extent possible. For more information on MAX, go to:

http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=530&query=MAX&hiword=MAX+

Required Program Reports

Program reports must be submitted to the Kentucky Department of Education during the program year in order to meet federal and state law specific to data collection for program funding, evaluation, and impact of implementation (see **Appendix B** for details). For specific information about any particular report, contact the applicable division using the online list of program contacts on the Comprehensive Improvement Planning web page.

<http://www.kentuckyschools.net/KDE/Administrative+Resources/School+Improvement/Comprehensive+Improvement+Planning/default.htm>

From the main web page, click on Federal Program Contacts or State Program Contacts link.

APPENDIX A

ASSURANCES UPDATED FOR 2003

LOCAL EDUCATION AGENCY: General Assurances

1. The local school district develops its *Comprehensive District Improvement Plan* with the involvement of representative groups, including required members of the needs assessment team.
2. The local school district reviews its *Comprehensive District Improvement Plan* at least annually and revises as needed. Implementation of activities and strategies described in the action plan are evaluated for impact on student performance and classroom practices. The local school district assures that by July 1 of each year, the *Comprehensive Improvement Plan* posted on the World Wide Web is current.
3. The local school district will administer each covered program in accordance with all program plans and applications.
4. Before its *Comprehensive District Improvement Plan* is submitted, the district has afforded a reasonable opportunity for public comment on the plan and has considered such comment.
5. Where appropriate, the local school district will consult with private school officials in a timely and meaningful way to assure equitable participation of children and/or teachers in the private schools.
6. The local school district will coordinate and collaborate with other agencies as required by the No Child Left Behind (NCLB) Title I, Parts A, C, and D; NCLB Title II, Parts A, B and D; NCLB Title IV, Title V, Title VII, Title IX, Part C, the Individuals with Disabilities Education Act (IDEA), and the Carl D. Perkins Vocational and Technical Education Act of 1998
7. The local school district will adopt and use proper methods of administering the covered programs, including:
 - a. Implementation of obligations
 - b. The correction of deficiencies in program operations as identified through technical assistance, program audits, monitoring or evaluation
 - c. The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of such programs
8. The local school district will cooperate in carrying out any evaluation of each program conducted by or for the Kentucky Department of Education (KDE), or the U. S. Department of Education.
9. The local school district will:
 - a. Provide timely program reports to the Kentucky Department of Education on activities and expenditures, including reports requested by the U. S. Department of Education
 - b. Maintain records, provide information, and afford access to the records as the Kentucky Department of Education or the federal offices may find necessary to carry out their responsibilities
10. The local school district assures that a comprehensive needs assessment, aligned with the *Kentucky Standards and Indicators for School Improvement*, was conducted at each school and at the district level.
11. The local school district will comply with the Civil Rights Act of 1964, Title VI, Title VII, Title IX of the

- which they are granted. The district retains control in the event of contractual arrangements made with other parties.
15. The local school district will use fiscal control and fund accounting procedures (MUNIS) to ensure proper disbursement of and accounting for federal/state funds paid to the district under the covered programs.
 16. The local school district will submit an amendment prior to opening an object code series or to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved.
 17. The local school district assures that:
 - a. No federal appropriated funds have been paid or are paid by or on behalf of the local school district, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any federal grant, for entering any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.
 - b. If any funds other than federal appropriated funds have been paid or are paid to any person for influencing or attempting to influence an officer or employee of any agency in connection with the federal grant, the superintendent shall complete and submit Standard Form LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.
 18. The superintendent shall require that these assurances and certifications be included in the award documents for all sub-grantees.
 19. Federal funds received under covered programs are used only to supplement and in no case supplant funds from non-federal sources.
 20. If the project involves construction, the project is consistent with overall state plans for the construction of school facilities; and, in developing plans for construction, due consideration is given to excellence of architecture and design and to compliance with the Americans with Disabilities Act and standards prescribed by the Secretary under Section 504 of the Rehabilitation Act of 1973 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities [GEPA, Sec. 436(b)].
 21. Federal funds received will not be used to acquire equipment (including computer software) when such acquisition results in a direct financial benefit to an organization representing the interests of the school district or its employees or any affiliate of such organization [GEPA, Sec. 436(b)].
 22. The local school district will maintain procedures to minimize the time elapsing between the transfer of federal grant funds and their disbursement [Education Department General Administrative Regulations (EDGAR) 80.21].
 23. Any plan, budget, evaluation, periodic program plan, or report relating to the covered programs is made readily available to parents and other members of the general public for the purpose of public inspection (EDGAR 76.304). The local school district will comply with the Open Records Act.
 24. Children served in covered programs will have access to all state and locally funded instructional, social, health, transportation, and nutritional services on the same basis as any other child and have the opportunity to meet the same challenging content and performance standards as any other child.
 25. The local school district will comply with the Debarment, Suspension, and other Responsibility matters

*Note: Professional Development assurances are met under the General Assurances section.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I PART A ASSURANCES: IMPROVING BASIC PROGRAMS

1. The local school district will use state and local funds to provide services in Title I schools that are comparable to services provided to non -Title I schools. A district -wide comparability policy has been established which provides for:
 - a. A salary schedule which applies to all instructional personnel
 - b. Equivalence among school teachers, administrators, and auxiliary personnel
 - c. Equivalence among schools in the provision of curriculum materials and instructional supplies

Note: Written procedures and supporting data for this policy are on file in the local school board office.
(Moved first sentence from general assurances since it fits here)

2. The local school district will set aside funds to provide services to homeless children who attend non -Title I schools.
3. The local school district will provide technical assistance to and consult with schools as they develop and implement their schoolwide programs in order to reach the standard of proficiency by 2014 as measured by the Commonwealth Accountability Testing System. The district will inform eligible schools and parents of schoolwide authority and of the ability to consolidate funds from Federal, State, and Local sources.
4. The local school district will consult with schools as they develop and implement their targeted assistance programs in order to reach the standard of proficiency by 2014 as measured by the Commonwealth Accountability Testing System. This includes ensuring that eligible migrant and formerly migrant children are selected to receive services on the same basis as other children.
5. The local school district will consult with schools as they develop and implement parent involvement activities.
6. The local school district will comply with the requirements regarding the qualifications for teachers and paraprofessionals and professional development. This includes ensuring that unqualified, out -of-field teachers, or inexperienced teachers do not teach low -income and minority students at higher rates than other students.
7. The local school district will assist Title I schools in developing and identifying high -quality, effective curricula.
8. The local school district will take into account model programs and findings of scientifically based research indicating that services may be most effective if focused on the earliest grades.
9. The local school district will comply with Head Start performance standards if funds are used for preschool services (except Even Start programs or programs using the Even Start model).
10. The local school district will not carry over more than 15% of the Title I, Part A allocation as of September 30. This requirement does not apply to districts with an allocation of less than \$50,000.
11. The local school district will use results of assessments to review progress of schools in meeting proficiency by 2014. The district will provide assessment results to parents and teachers as soon as possible in an understandable form and language. The district will fulfill school improvement responsibilities. The district will coordinate and collaborate with the KY Department of Education and other agencies to assist schools identified for improvement.

2. The local school district/agency assures the Even Start program is of sufficient intensity, scope and quality to give reasonable promise of substantial progress toward meeting the education needs of families to be served.
3. The local school district/agency assures the Even Start program will build on existing community resources of high quality.
4. The local school district/agency assures the Even Start program integrates the following components:
 - a. Interactive literacy activities between parents and their children
 - b. Training for parents
 - c. Parent literacy training that leads to self-sufficiency
 - d. Age-appropriate education for the children
5. The local school district/agency assures the Even Start program will use instructional programs for adults and children based on scientifically based reading research.
6. In the case of families participating in Even Start who are also limited English proficient or are disabled, the local school district/agency assures there is maximum coordination between services provided under this chapter and services provided to address participant's disabling conditions or limited English proficiency.
7. The local school district/agency assures eligible participants are a parent or parents who are eligible for participation in an adult basic education program under the Adult Education Act and the child or children (from birth through age 7) of those parents. Additionally, children over age 7 may be allowed to participate in the Even Start program if Title II, Part B funds contribute to cost of the services.
8. The local school district/agency will provide both enrichment and instructional services to participating families during the summer months.
9. Even Start funds shall not be used to provide services that the applicant is specifically required to provide by state law or pursuant to a formal determination under Title VI of the Civil Rights Act, Title IV of the Education Amendments of 1972 or Section 504 of the Rehabilitation Act of 1973, as amended or pursuant to a final order of a court.
10. Qualified personnel are employed to develop, administer and implement the Even Start program. Beginning 2001-02, all new personnel hired must have at a minimum a bachelor's degree in a field related to early childhood education, elementary or secondary education or adult education. For all Even Start staff providing early childhood instruction (0-5) the Interdisciplinary Early Childhood Education Certificate (IECE) is required.
11. Personnel or programs funded through Even Start will not be included in state funding.
12. Documentation of non-Even Start matching funds is maintained locally.

**NO CHILD LEFT BEHIND ACT (NCLB) TITLE I ASSURANCES PART C ASSURANCES:
EDUCATION OF MIGRATORY CHILDREN**

1. Districts will not discriminate against children who are not legally admitted to the United States by denying them access to educational programs offered to children of U. S. citizens; neither shall the district:

- record with authorized local and state education officials and to transfer such information to appropriate education officials in other states having migrant programs.
3. Districts or educational cooperatives serving as administrative centers will maintain a written record (Certificate of Eligibility) of the basis on which each child was determined to be eligible.
 4. Districts will coordinate the migrant program with schoolwide projects and other programs within the district.
 5. Districts/regional project centers will fully participate in a system for the storage of data and the transfer of migrant student records.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE I PART D ASSURANCES: NEGLECTED AND DELINQUENT

PROGRAM REQUIREMENTS COVERED BY GENERAL ASSURANCES

NO CHILD LEFT BEHIND ACT (NCLB) TITLE II PART A ASSURANCES: HIGH QUALITY TEACHERS AND PRINCIPALS

1. The district has conducted an assessment of local needs for professional development and hiring that involved teachers, including teachers participating the programs under Part A of Title I. The needs assessment identifies activities needed to give teacher the subject matter knowledge and teaching skills and to give principals the instructional leadership skills to help teachers provide students with the opportunity to meet state and local student academic achievement standards.
2. The district will target funds to schools that have (1) the lowest proportion of highly qualified teachers; (b) the largest average class size; or (c) have been identified for school improvement under Title 1Part A.
3. The district has consulted with appropriate private, nonprofit school personnel and has made arrangements with school officials to assure equitable participation in assessing needs, setting performance indicators, developing professionals and measuring improvement in teaching and learning.
4. Funds from Part D of Title II are integrated with funds from Part K (technology) of Title II.
5. Professional development activities provided through this program are coordinated with professional development activities provided through other federal, state and local programs.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE II PART D ASSURANCES: EDUCATION TECHNOLOGY

1. The district must ensure that the use of federal Ed Tech funds will improve the academic achievement, including technology literacy, of all students and to improve the capacity of all teachers to integrate technology effectively into curriculum and instruction.
2. The district has specified goals, aligned with challenging state standards, for using advanced technology to improve student academic achievement.
3. The district has identified how the use of federal Ed Tech funds will help students in high-poverty and high-needs schools, or schools identified for improvement or corrective action under section 116 of Title I,

7. The district has coordinated activities funded through the federal Ed Tech program with technology - related activities supported with funds from other sources.
8. The district has integrated technology (including software and electronically delivered learning materials) into curricula and instruction, and a timeline for this integration.
9. The district has identified how it will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
10. The district has identified how it will use technology effectively to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology used.
11. The district has identified the program will be developed, where applicable, in collaboration with adult literacy service providers.
12. The district has in place the process and accountability measures that will be used to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging state academic standards.
13. The district has identified the supporting resources, such as services, software, other electronically delivered learning materials, and print resources, that will be acquired to ensure successful and effective uses of technology.
14. As required by state regulation 701 KAR 5:110, the district will only procure those technologies that meet KETS standards, if a standard for that category has been established, regardless of source of funds as set forth in the *2001-2006 Master Plan for Education Technology*.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE III ASSURANCES: LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

1. The LEA/local school district assures that it has developed a district plan for educating all Limited English Proficient (LEP) students within its jurisdiction. It also assures that a copy of the district LEP plan will be provided to all schools receiving Title III funds and that the plan and its contents will be made available to LEP families and the public in compliance with open records laws.
2. The LEA/local school district assures that it will provide equal educational opportunities to all LEP students and uphold such rights regardless of citizenship or nationality status, as provided under Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunity Act of 1974, Sec. 204(f), and as affirmed in the Supreme Court ruling in *Plyer v. Doe*, 1982, and any other civil rights guaranteed by federal law.
3. The LEA/local school district assures that it will expend all Title III funds to improve the education of limited English proficient (LEP) children by assisting the children to speak, read, write and comprehend the English language and to meet challenging state content and performance standards.

8. The LEA/local school district assures that it will use Title III funds in ways that will build district and school capacity to continue to offer high-quality language instruction educational programs for LEP students.
9. The LEA/local school district assures that its LEP programs, strategies and funding allocations are aligned and integrated with the Comprehensive District Improvement Plan (CDIP) and Comprehensive School Improvement Plans (CSIP).
10. The LEA/local school district assures that it has developed annual specific, measurable achievement objectives for LEP and immigrant students to include, at a minimum,
 - a. Annual increases in the number or percentage of students making progress in learning English (as measured by an approved English language proficiency assessment for Kentucky);
 - b. Annual increases in the number or percentage of students attaining English language proficiency (as measured by an approved English language proficiency assessment for Kentucky);
 - c. Making adequate yearly progress for the district's LEP and immigrant students (as measured by academic assessments included in the Commonwealth Accountability Testing System (CATS) in the areas of mathematics, reading or language arts and science).
11. The LEA/local school district assures that it will hold accountable all elementary, middle and high schools receiving Title III funds in meeting the district's annual measurable achievement objectives (as stated in the previous assurance statement) through a program evaluation submitted to the district at the end of the fiscal year.
12. The LEA/local school district assures that it will annually assess the English language proficiency (in reading, writing, listening, speaking and understanding) of all identified LEP and immigrant students in the district using a test approved by the Kentucky Board of Education. (For 2002-2003, the Language Assessment Scales (LAS) or the IDEA Proficiency Test (IPT) are the two approved tests.)
13. The LEA/local school district assures that it will disaggregate cognitive and non-cognitive student data from all components of CATS and set biennial measurable goals for closing the gap between LEP and non-LEP students as set forth in Kentucky Senate Bill 168.
14. The LEA/local school district assures that a Program Services Plan will be developed for each LEP and immigrant student in the district. The Program Services Plan will, at a minimum, include all essential elements required by Title III of No Child Left Behind (NCLB) and Kentucky's Regulations on Inclusion of Special Populations in State Assessment and Accountability (703 KAR 5:070, revised August 2002).
15. The LEA/local school district assures that all LEP and immigrant students enrolled in the school district on the first day of the CATS testing window, and who have been in the same district/school the previous full academic year, or in any English-speaking school for the previous two full academic years, will participate in all components of the state-required assessment and accountability programs.

19. The LEA/local school district assures that it will submit to the Kentucky Department of Education all demographic and programmatic information, including the requirements of Sec. 3123 of Title III, pertinent to the implementation of the Title III program and the provision of services to LEP and immigrant students (through the Survey of State's Limited English Proficient Students and Available Educational Programs and Services).
20. The LEA/local school district assures that it developed its proposed plan in consultation with teachers, school administrators, parents, researchers, and if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education.
21. The LEA/local school district assures that it has consulted with non-public schools within its area of service in the development of the district LEP plan, and that it will administer and provide on an equitable basis educational services to LEP students in non-public schools through a public agency or a contractual entity independent of the non-public schools or religious organizations.
22. The LEA/local school district assures that all Title III funds will supplement, but in no case supplant, federal, state and local public funds for programs for LEP and immigrant students.
23. The LEA/local school district assures that at the end of the fiscal year it will submit to KDE a Title III program evaluation to include a description of programs and activities and of the progress made by LEP students towards attaining English language proficiency and meeting state academic achievement standards as set forth in Sec. 3121 of Title III.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE IV PART A ASSURANCES: SAFE AND DRUG-FREE SCHOOLS & COMMUNITIES

1. The local school district assures that the activities or programs to be funded comply with the principles of effectiveness described in section 4115 (a) and foster a safe and drug-free learning environment that supports academic achievement.
2. The local school district assures that drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
3. The local school district assures that the applicant has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - a. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students
 - b. security procedures at school and while students are on the way to and from school
 - c. prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments
 - d. a crisis management plan for responding to violent or traumatic incidents on school grounds, and

5. The district has on file a description of the methods used for documenting and measuring progress toward achieving its drug/alcohol and safety related goals.
6. The local school district assures that the current job description and the activities of personnel funded in whole or in part under this program are directly related to measurable prevention goals and objectives on file in the local school.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE V PART A ASSURANCES: INNOVATIVE PROGRAMS

1. An assurance that the local educational agency will comply with this part (Sec. 5133 Local Application), including the provisions of section 5142 concerning the participation of children enrolled in private non-profit schools.
2. An assurance that the local educational agency will keep such records, and provide such information to the State education agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibility of the State educational agency under this part).
3. As assurance that (a) programs carried out under this part will be evaluated annually; (b) the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; (c) the evaluation will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the type of services furnished, and the students served under this part; and
4. The evaluation will be submitted to the State educational agency at the time and in the manner requested by the State educational agency.

NO CHILD LEFT BEHIND ACT (NCLB) TITLE VI PART B, SUBPART 2 ASSURANCES: RURAL AND LOW-INCOME SCHOOLS PROGRAM

PROGRAM REQUIREMENTS TBA

NO CHILD LEFT BEHIND ACT (NCLB) TITLE X PART 3 ASSURANCES: STEWART B. MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

1. The local school district will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
2. The local school district will designate an appropriate staff person, who may also be a coordinator for other Federal programs, as a local educational agency liaison for homeless children and youths.
3. The school district will adopt policies and practices to ensure that transportation is provided at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), to and from the school of origin, in accordance with the following as applicable:
 - a. If the homeless child or youth continues to live in the area served by the local educational agency in which the school of origin is located, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the local educational agency in which the school of origin is located.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION

1. Federal funds received under Title I, Part C of Public Law 105 -332 are used to improve Career and Technical Education programs.

6. Eligible recipients shall involve parents, students, teachers, representatives of business and industry, labor organizations, representatives of special population, and other interested individuals in the development, implementation, and evaluation of Career and Technical Education programs assisted under Title I. Eligible recipients shall maintain documentation on how such individuals and entities are effectively informed about, and assisted in understanding the requirements of Title I. [Section 134(b)(4)]
7. Eligible recipients will provide a Career and Technical Education program that is of such size, scope, and quality to bring about improvement in the quality of vocational and technical education programs. [Section 134(b)(5)]
8. The local school district will implement a process to independently evaluate and continuously improve its performance. [Section 134(b)(6)]
9. Eligible recipient (A) will review Career and Technical Education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in programs, for special populations, and (B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance. [Section 134(b)(7)]
10. Individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. [Section 134(b)(8)]
11. Funds will be used to promote preparation for nontraditional training and employment. [Section 134(b)(9)]
12. Comprehensive professional development (including initial teacher preparation) for Career and Technical, academic, guidance, and administrative personnel will be provided. [Section 134(b)(10)]
13. The local school district shall not bar students attending private, religious, or home schools from participation in programs or services under this Act. [Section 313]
14. No funds made available under the Carl D. Perkins Vocational and Technical Education Act of 1998 shall be used:
 - a. To require any secondary school student to choose or pursue a specific career path or major
 - b. To mandate that any individual participate in a Career and Technical Education program, including a Career and Technical Education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314]
15. No funds received under Carl D. Perkins Vocational and Technical Education Act of 1998 may be used to provide Career and Technical Education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased. [Section 315]

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) PART B ASSURANCES: BASIC AND PRESCHOOL

1. The expenditures of IDEA-B funds for services and goods are made exclusively for the benefit of children who meet the definitions and eligibility criteria for programs for exceptional children as found in 707 KAR Chapter 1.
2. Special education and related services are provided in a manner consistent with policies and procedures required by the Individuals with Disabilities Education Act (IDEA) Part B. These policies and procedures address: free appropriate public education, child identification, due process, evaluation, eligibility, individual education programs, placement in least restrictive environment, delivery of services,

2. When the district contracts with an outside agency for preschool placements (tuition), the contractor has been approved by the Kentucky Department of Education for these purposes and the contracted services meet all state and federal education requirements.
3. All preschool education programs operated by or located on school grounds meet state education facility requirements for preschool programs. All materials and equipment used by these programs are appropriate for young children.
4. All children enrolled in preschool education programs which operate at least half -day are offered a meal while in the program (breakfast and/or lunch).
5. All instructional staff for preschool education programs meet qualification standards and professional development requirements for preschool, as specified by regulation.
6. The district has a written plan (policies and procedures) for the operation of the preschool, including at least: recruitment of children; educational programming and related services; parent outreach; coordination of health and social services; and coordination with the primary program.

PROFESSIONAL DEVELOPMENT ASSURANCES (FLEXIBLE FOCUS FUND)

1. The district certifies that each teacher participates in high quality professional development and that instructional improvement and training needs of staff are addressed in accordance with the goals in KRS 158.6451.
2. School and districts will adhere to professional development options embedded in their school or district improvement plans as professional development programs are implemented under KRS 158.070.
3. The district certifies that all persons affected by the professional development program are represented or included on the school and district planning teams.
4. The district certifies that the local professional development coordinator is qualified for that position and provides technical assistance to school councils, staff members and professional development committees as described in Section 5 of 704 KAR 3:035.
5. Professional development funds are expended and accounted for as required in 704 KAR 3:035 and funds are used for needs identified in the school and district planning process.

TEXTBOOKS AND INSTRUCTIONAL MATERIALS ASSURANCES (FLEXIBLE FOCUS FUND)

1. The district certifies that the textbook/instructional materials purchasing plans for all schools serving grades P-8 have been approved by the appropriate school councils and the local board of education and are on file in the district office. The plans address the requirements as stated in KRS 156.439 and 704 KAR 3:455.
2. The district certifies that an annual report and summary of expenditures for textbooks and instructional materials is available on the district's MUNIS report. The annual report addresses the requirements as stated in KRS 156.439 and 704 KAR 3:455.

GIFTED AND TALENTED ASSURANCES

- appropriate services and notifies a parent or guardian annually of services included in her/his child's gifted and talented student services plan and specific procedures to follow in requesting a change in services. (Section 3)
5. The local school district has adopted a procedure for determining eligibility for services primary through grade twelve (12). (Section 4)
 6. The local school district conducts an annual program evaluation process. The local school district has ensured that school personnel report to a parent or guardian the progress of her/his child related to the gifted and talented student services plan at least once each semester. (Section 5)
 7. The local school district provides articulated primary through grade twelve (12) multiple service delivery options. No single service option exists alone, districtwide, at a grade level. (Section 6)
 8. A comprehensive framework or course of study for children and youth, primary through grade twelve (12), who are diagnosed as possessing gifted characteristics, behaviors and talent is based on a district or school's curricula required to meet the goals established in KRS 158.6451. (Section 7)
 9. A school has differentiated, replaced, supplemented, or modified curricula to facilitate high level attainment of the learning goals established in KRS 158.6451 and assists students identified as gifted and talented to further develop their individual interests, needs, and abilities. (Section 7)
 10. The local school district has ensured that direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. (Section 8)
 11. State funds for gifted education are used specifically for direct services to students who are gifted and talented. Direct services to students identified as demonstrating gifted and talented behaviors and characteristics are provided by professionally qualified and certified personnel as required by the Education Professional Standards Board. Seventy-five (75) percent of the district's gifted education allocation is used to employ properly certified personnel to provide direct instructional services. (Section 9)
 12. The district has designated a gifted education coordinator to oversee the district gifted education operation, serve as liaison between the district and the state, ensure internal compliance with state statutes and administrative regulations, administer and revise the gifted education program budget, and submit to the Kentucky Department of Education for approval as an amendment any local district budget decision change causing a major or significant adjustment, thereby, impacting state funds for gifted education after the annual submission of the local district education plan. (Section 9)
 13. State funding is contingent upon employing properly certified personnel to administer and teach in the program, the annual submission of the local district gifted education year-end report, a summative evaluation of the program and student progress, and complying with this administrative regulation. (Section 9)
 14. The local school district has established a district wide grievance procedure through which a parent, guardian or student may resolve a concern regarding the appropriate and adequate provision of talent pool services or services addressed in a formally identified student's gifted and talented student services plan. (Section 10)

EXTENDED SCHOOL SERVICES (ESS) ASSURANCES (FLEXIBLE FOCUS FUND)

2. The local school board and the district have approved and disseminated procedures whereby pupils who have a greater need as determined by the eligibility criteria as stated in KRS 158.070 and 704 KAR 3:390 shall be referred and selected first to receive extended school services. The district further ensures that students who have greater academic need as stated in KRS 158.070 and 704 KAR 3:390 are not excluded from referral or selection for extended school services due to the inability of the parent or student to provide transportation to or from the school or site of extended school services programs.
3. The school district informs parents or guardians of extended school services as follows:
 - a. A general notification which describes the nature of the services to be offered including the opportunities for maintenance of performance, prevention of failure and reduction of academic deficiencies
 - b. A specific notification of their child's eligibility to receive extended school services
 - c. Procedures for parents or guardians to request reconsideration of their children's identification or lack of identification of eligibility for extended school services
4. (If applicable) The most current policy developed by the local school board that mandates attendance for any student(s) to Extended School Services is on file at the offices of Extended School Services, Kentucky Department of Education.
5. Accurate time logs are maintained for personnel receiving salary from Extended School Services. Such salary is for direct services to the Extended School Services program. No ESS staff member is paid more than his/her actual hourly rate for a comparable position in the regular program.
6. The district has written criteria for the selection of ESS staff (certified and classified). ESS teachers and other ESS staff are first employed based on having the specific expertise to meet the needs of the students being served. All other criteria for employment is both fair and equitable to applicants.
7. Accurate records are maintained for student attendance to Extended School Services and of student progress toward individual goals.
8. Students not enrolled in ESS are allowed to ride the buses provided through ESS funds only to the extent that it does not increase the cost of such transportation to ESS.

KENTUCKY EDUCATION TECHNOLOGY SYSTEM (KETS) ASSURANCES AND UNIVERSAL SERVICE ADMINISTRATIVE COMPANY (USAC) E-RATE ASSURANCES

Successful technology plans align the criteria in these eight assurances with the overall education improvement objectives. It is critical that technology planning not be viewed or treated as a separate exercise dealing primarily with hardware and telecommunications infrastructure. There must be strong connections between the infrastructure of the information technology and the professional development, curriculum

- including sexually explicit materials, and shall include, but not be limited to, parental consent for student Internet use, teacher supervision of student computer use, and auditing procedures to determine whether education technology is being used for the purpose of accessing sexually explicit or other objectionable material. The acceptable use policy also contains provisions that prohibit students, faculty, staff and others with network access from using district resources to establish Internet email accounts through third party providers or any other non-standard electronic mail. [KRS 156.160, 98 RS BR 1621 (SB 230), 701 KAR 5:120]
3. Districts are required by state regulation 701 KAR 5:110 to procure only those technologies that meet KETS standards, if a standard for that category has been established, regardless of source of funds as set forth in the *2001-2006 Master Plan for Education Technology*.
 4. The local school district has a professional development strategy to ensure that all students, teachers, and administrators know how to use current and new technologies to support educational goals.
 5. The local school district assesses the telecommunication services, hardware, software, and other services that will be needed to support education.
 6. The local board provides for sufficient funds to acquire and support the elements of technology: hardware, software, professional development, and other services that will be needed to implement the strategy. The board approves the updates and revisions to the KETS Phase I Progress Report and acknowledges a review of KETS expenditures and procurements and certifies, to the best of its ability, the accuracy of these reports. The modifications are submitted to the Kentucky Board of Education for approval. Any subsequent offer of assistance from the state's matching education technology funds is made provided the district continues to have an unmet need as stated in the *Master Plan for Education Technology*. (KRS 157.655)
 7. The local district agrees to conform to the KETS Electronic Mail Standards and Best Practices Guidelines. These guidelines communicate the basic standards for statewide electronic mail including State Level Shared Distribution Lists as incorporated by reference into the *Master Plan for Education Technology*.
(<http://www.kentuckyschools.net/KDE/Administrative+Resources/Technology/Master+Plan/default.htm>)
 8. The local school district includes an evaluation process that enables the school to monitor progress toward the specified goals and make mid-course corrections in response to new developments and opportunities as they arise.

Phase I Progress/Completion Report – Due June 30

(<http://www.kentuckyschools.net/KDE/Administrative+Resources/Technology/Master+Plan/default.htm>)

All districts that have yet to submit and receive authorization for the completion of Phase I will submit the KETS Phase I Progress report. The District Technology Coordinator will work with both the KETS Regional Engineer and the KETS Coordinator to complete this report. Upon consensus, the superintendent, district technology coordinator, and KETS Regional Engineer and KETS Coordinator will sign this form. The KETS Regional Engineer will then forward to appropriate KDE personnel. DTC should make a copy of the final report to place in the Comprehensive improvement Plan for the district.

Technology Status Report (formerly KETS Progress Data) – Due January 15 & July 1

APPENDIX B

Program Reports and Due Dates

FEDERAL GRANT PROGRAM REPORTS & DUE DATES

NO CHILD LEFT BEHIND (NCLB)

Due Dates

Division of Federal Program Resources

<http://www.kde.state.ky.us/KDE/Administrative+Resources/Finance+and+Funding/Federal+Program+Funding/Title+Programs/default.htm>

Title I Data Reporting Form	September 30
Title I Ranking Report	June 1
Title I Evaluation for Private School Students	October
MUNIS Program Budget Report (310X)	Quarterly
 Title II Teacher Quality Data Reporting Form	 September 30
MUNIS Program Budget Report (401X)	Quarterly
 Title II Education Technology	
MUNIS Program Budget Report (425X) Basic	Semi-annually
MUNIS Program Budget Report (425XC) Competitive	Semi-annually
 Education of Migratory Children Program Performance Report	 October 1
MUNIS Program Budget Report (311X)	Quarterly
 Neglected and Delinquent Program Performance Report	 September 30
MUNIS Program Budget Report (313X)	Quarterly
 Declaration of Participation (Title V)	 March 7
Title V Program Innovative Programs Evaluation Report	September 30
MUNIS Program Budget Reports (334X)	Quarterly

Division of Curriculum Development (http://www.kde.state.ky.us/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=463&query=LEP&hiword=LEP+)

Title III Part A: Language Acquisition for LEP/ Immigrant Students	
Title III Program Evaluation Report	June 30
MUNIS Program Budget Report (345X)	Quarterly

Division of Extended Learning (<http://www.kentuckyschools.net/cgi->

MUNIS Program Budget Report (406X)

Quarterly

Individuals with Disabilities Education Act, Part B**Due Dates**(IDEA-B Basic/Preschool) *Division of Exceptional Children Services*<http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support/Exceptional+Children/default.htm>

IDEA-B Child Count (as of December 1)	December 15
Personnel Employed and Needed for Special Education	December 15
Implementation of FAPE (Educational Placements)	December 15
Survey of Students Who Have a Visual Impairment as a Secondary Disability	December 15
Report of Children with Disabilities Subject to Disciplinary Suspensions or Expulsions	July 30
Report of Children and Youth with Disabilities	July 30
Exiting Special Education	
Excess Costs and Maintenance of Fiscal Effort Report	October 31
MUNIS Program Budget Report (Basic 337X, Preschool 343X)	Quarterly

McKinney-Vento Homeless Education Act of 2001 (Continuation)**Due Dates***Division of Federal Program Resources* (http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=164&query=Homeless&hiword=HOMELESS+)

Annual Homeless Children/Youth Count Survey	February 14
MUNIS Program Budget Report (316X)	Quarterly

Carl D. Perkins Vocational and Technical Education Act**Due Dates***Division of Career and Technical Education* (http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=525&query=Carl+Perkins&hiword=CARL+PERKINS+)

Career and Technical Education Report Agriculture	
Extended Employment Plan and Report	July 15
Student Enrollment (via electronic Technical Education Data System)	Nov 15/June 15
Career and Technical Education Course Offerings Form	May 30
Consortium Agreement (if applicable)	May 30
MUNIS Program Budget Report (Perkins 348X)	Quarterly

STATE GRANT PROGRAM REPORTS & DUE DATES

Extended School Services

Due Dates

Division of Extended Learning

(http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=557&query=ESS&hiword=ESS+)

ESS Student Data Form:	Regular Term	June 30
	Summer Term	August 31
ESS Program Report	(for new year)	June 30
MUNIS Program Budget Report	(120X)	Quarterly

Gifted and Talented

Due Dates

Division of Curriculum Development

(<http://www.kentuckyschools.net/KDE/Instructional+Resources/Student+and+Family+Support/Gifted+and+Talented/default.htm>)

Gifted and Talented Evaluation End of Year Report	June 30
Final MUNIS Program Budget Report (130X)	July 31

Preschool

Due Dates

Division of Extended Learning

(<http://www.kentuckyschools.net/KDE/Instructional+Resources/Preschool/default.htm>)

State Preschool Enrollment Count as of December 1	December 15
End-of-Year Supplemental Count (3 Yr-Olds with Disabilities)	May 15
State Preschool Annual Performance Report	June 30
Preschool Educational Program Summary (for new year)	June 30
MUNIS Program Budget Report (135X)	Quarterly

Education Technology

Office of Education Technology

(<http://www.kentuckyschools.net/KDE/Administrative+Resources/Technology/Master+Plan/default.htm>)

KETS District Unmet Need	June 30
KETS Phase I Progress Report	June 30
KETS Phase II District Implementation Plan	June 30
Technology Status Report	Semi-Annually
MUNIS Program Budget Report (162X)	Semi-Annually

OTHER PROGRAM REPORTS AND DUE DATES

Division of Extended Learning	Due Dates
<i>Early Childhood Branch</i> http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=719&query=Primary&hiword=PRIMARY+	
Demographic Survey of Primary Programs	May 30
Early Reading Incentive Grant Budget Report MUNIS (182X)	Quarterly
Early Reading End of Year Performance Report	June 1
Reading Excellence Grant Budget Report MUNIS	Quarterly
Reading Excellence End of Year Performance Report	June 1
Division of School Improvement	Due Date
http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=1064&query=CSIF&hiword=CSIF+	
Commonwealth School Improvement Program	
MUNIS Program Budget Report (105X)	December 31
Division of Student/Family/Community Support Services	Due Date
<i>School Health Services</i> http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=217&query=FRYSC&hiword=FRYSC+	
School Health Coordinator Annual Activity Report	June 30
Division of School Finance	Due Dates
http://www.kentuckyschools.net/KDE/Administrative+Resources/Finance+and+Funding/School+Finance/default.htm	
(\$) Attendance:	
Growth Factor	November 1
Superintendent's Annual Report	June 30
Professional Staff Data (PSD)/Classified Staff Data (CSD)	October 1
Certification of Allocations to School Councils	March 15
Tentative Working Budget	May 30
Working Budget	September 30
Annual Financial Report (close of budget year)	July 25

Division of School and Community Nutrition**Due Dates**

(http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=1127&query=Nutrition&hiword=NUTRITION +)

Report and Claim for Reimbursement (enrollment, FRL eligible)

Monthly

Free/Reduced Price Data Report (FRL eligible end of Oct.)

November

Division of Pupil Transportation**Due Date**

(http://www.kentuckyschools.net/cgi-bin/MsmGo.exe?grab_id=30361716&EXTRA_ARG=IMAGE%3DSearch&host_id=1&page_id=1006&query=Buses&hiword=BUSES +)

Annual Calendar Year Summary Report

February 28

APPENDIX C

AMENDMENT GUIDELINES FOR DISTRICT PLANS

Even though an extensive planning process has been used, there may be occasions when changes to the school or district plan are required to meet unexpected needs. There are some situations when an **amendment** is required:

- ?? An amendment is required to open an object code series once a program budget has been approved in writing or electronically by the state or federal program staff in the Kentucky Department of Education. There is no limitation on over -expending in an approved object code series as long as the total allocation is not exceeded. The expenditure report may reflect over - expenditures and under -expenditures in individual object codes.
- ?? An amendment is required to purchase equipment that costs \$5,000 or more per unit after the initial budget has been submitted and approved. This is not a change in inventory procedures. Inventory procedures must follow state guidelines unless the federal guidelines are more restrictive.
- ?? An amendment is required when there is a need for a major or substantial change to the action plan; i.e., changing a priority or goal, changing the focus of an objective or strategy, and/or significantly expanding or deleting important services to children as described in the action plan.

The local district superintendent or his/her designee submits amendments via email to the Kentucky Department of Education program contact. Results of the amendment review by Kentucky Department of Education program staff are completed within ten working days and the district is notified by email.

The process for a district to submit an amendment via **email** to the Kentucky Department of Education is described below:

1. Set up a folder in email of the superintendent or designee for "Approved Amendments".
2. Only the superintendent or designee may submit amendments to KDE.
3. Choose *Tracy Lamb*, the KDE email contact from the KDE Global Address List for the To line in the email. (tlamb@kde.state.ky.us)
4. Copy the email to the district finance officer and the appropriate program coordinator as well as any other appropriate persons in the district.
5. In the Subject line of the email, type "*Plan Amendment.*"
6. In the Message box of the email, enter the MUNIS project number and the name of the affected program. Also, include the fiscal year affected by the amendment. For example, enter "Project # 3102, Title I, Part A Budget Amendment for FY2002." (It is very important to enter the Project #.)

- c. Equipment Exhibit A budgetary amendment is required to purchase equipment that costs \$5,000 or more per unit if not previously approved. In the Message box, include the following exhibit information: Equipment Item, Unit Cost, Number of Items, Total Cost, Location (Name of School, Office), Justification for the Purchase.
8. Email the amendment to the KDE contact (TracyLamb). The contact will forward the email amendment to the appropriate program staff for review.
9. There are two possible review classifications: "Approved" or "Sent Back for Revision." If the amendment is "Sent Back for Revision", the district has two choices: (a) Edit the original amendment and resubmit to KDE by email; or (b) Delete the original amendment. If the amendment is **not** needed because the code series is already open, the amendment will be returned for you to delete from your email.
10. As soon as the amendment has been reviewed, the program staff will email the amendment back to the contact in the Division of Budgets. The contact will then forward the amendment (with the results of the review) to the local district superintendent or designee.
11. After the amendment has been approved, the appropriate MUNIS program budget must be updated to reflect the changes in the approved amendment. The next MUNIS expenditure report is required to reflect the changes.
12. The email message sent back with approval for the amendment should be moved to the Plan Amendment folder by the superintendent or designee for the record.

Example of the content of an amendment sent to KDE via email:

From: Name of Superintendent or Designee

To: Tracy Lamb (KDE Contact – Global Address List)

Cc: Name of District Finance Officer, Name of District Program Coordinator and any other appropriate persons in the district

Subject: Plan Amendment

Project #3102, Title I Part A Budget Amendment for FY2002

Reason: Open code 0530 to pay postage for parent involvement activities because the 500 series was not already open.

INCREASE

0530 – Postage \$1,000

TOTAL \$1,000

APPENDIX D

Final Budget Submissions By Grant and By Location

INSTRUCTIONS FOR FINAL (September 30) BUDGET SUBMISSIONS FOR COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

THESE TWO REPORTS MUST BE POSTED TO YOUR WEBSITE ON OR BEFORE
SEPTEMBER 30TH!!!! (THERE ARE TWO FILES – BY GRANT AND BY
LOCATION)

FIRST – BY GRANT

1. Start from the **FINANCIALS** menu.
2. Choose **GENERAL LEDGER**.
3. Choose **INQUIRIES_REPORTS**
4. Choose **STATE WIDE REPORTING**
5. Choose **PROJECT BUDGET REPORT**
6. Choose **CONSOLIDATED** from the task bar
7. Choose **UPDATE** from the task bar
8. Make sure that your grant screen now includes all of the following grants and **ONLY** these grants (Substitute the ending fiscal year for X, e.g. 1204 for 2003-04):

120X|130X|135X|140X|160X|162X|310X|311X|314X|316X|323X|334X|337X|343X|345X|348X|
350X|401X|406X|425X
9. Choose **OK** from task bar.
10. Choose **REPORT OPTIONS** from the task bar

Make sure your screen matches these report options exactly:

Sequence 1	12	Y	Y	File Output	N
Sequence 2	11	Y	N	Year/Period	200X/03
Sequence 3	0			Print Revenue as Credit	Y
Sequence 4	0			(F) Full or (S)Short Des	F
				Print full GL Account	N
Report Title:				Double Space	N
CDIP Final Budget FY200X – By Grant				Summ objs to position	4
				Roll to major Project	N
Print Totals only		Y		Print journal detail	N
Include Encumbrances		N			
Use Inception Budget		N			

11. Choose OUTPUT from task bar

Enter the following:

Fiscal Year/Period for Report	200X/03
Output File Options:	P
Include Encumbrances	N
Include Expense Accounts Only	Y

12. Choose OK from the task bar

13. Choose SPOOL from the Output menu

14. Write down the filename before continuing

15. Choose OK from the task bar

16. Use the FTP software on your workstation to bring the file from MUNIS to your workstation. Make sure you save the file on your workstation as either a WORD

17. Clean up the document using the example below as a guide. In a nutshell, you are cutting most of the header information, and all the columns except the description column and the 2003 Projection column.
18. Send the file to your district Web Master to post along side the Comprehensive District Improvement Plan.
19. That completes the process for “CDIP Final Budget FY200X – by Grant”.

NOW THE REPORT BY LOCATION

1. REPEAT process used above.

?? OMIT Step # 7, 8, 9

?? For Step #10 change REPORT-OPTIONS as follows:

Sequence 1	1	Y	Y	File Output	N
Sequence 2	2	Y	N	Year/Period	2003/03
Sequence 3	12	Y	N	Print Revenue as Credit	Y
Sequence 4	0			(F) Full or (S)Short Des	F
				Print full GL Account	N
Report Title:				Double Space	N
CDIP Final Budget FY200X – By Location				Summ objs to position	4
				Roll to major Project	N
Print Totals only	Y			Print journal detail	N
Include Encumbrances	N				
				Use Inception Budget	N

?? Change file name to “CDIP Final Budget – By Location”

******Both files should be posted to district website by September 30******

SAMPLE FILE LAYOUT BY GRANT

2003-2004 CDIP FINAL BUDGET FY2003 – BY GRANT

ACCOUNTS FOR: FINAL TITLE I BUDGET

TOTAL CERTIFIED PERMANENT SA	\$585,359.00
TOTAL EXTENDED DAY	24,236.00
TOTAL OTHER CERTIFIED SALARY	36,294.00
TOTAL CERTIFIED SUBSTITUTE S	10,450.00
TOTAL CLASSIFIED REGULAR SAL	338,979.00
TOTAL OTHER CLASSIFIED SALAR	11,670.00
TOTAL CLASSIFIED SUBSTITUTE	4,750.00
TOTAL EMPLOYER FICA CONTRIBU	21,947.00
TOTAL EMPLOYER MEDICARE CONT	12,376.00
TOTAL KTRS EMPLOYER CONTRIBU	62,220.00
TOTAL CERS EMPLOYER CONTRIBU	22,667.00
TOTAL KSBA UNEMPLOYMENT INSU	3,423.00
TOTAL OTHER PROFESSIONAL SER	35,986.00
TOTAL AUDITING SERVICES	1,000.00
TOTAL REPAIRS AND MAINTENANC	4,184.00
TOTAL COMMUNICATIONS	9,560.00
TOTAL PRINTING AND BINDING	7,934.00
TOTAL TRAVEL-INSTRUCTIONAL	29,666.00
TOTAL MISCELLANEOUS PURCHASE	800.00
TOTAL GENERAL SUPPLIES	112,827.00
TOTAL FOOD	4,800.00
TOTAL BOOKS AND PERIODICALS	35,248.00
TOTAL SOFTWARE	1,500.00
TOTAL STUDENT ACTIVITIES	3,450.00
TOTAL FURNITURE & FIXTURES	5,496.00
TOTAL COMPUTERS & RELATED EQ	44,500.00
TOTAL OPEN HOUSE/PARENT MTGS	6,750.00
TOTAL TITLE I	\$ 1,438,072.00

ACCOUNTS FOR: FINAL MIGRANT BUDGET

TOTAL CERTIFIED PERMANENT SA	\$ 93,000.00
TOTAL CLASSIFIED REGULAR SAL	8,700.00
TOTAL EMPLOYER FICA CONTRIBU	400.00
TOTAL EMPLOYER MEDICARE CONT	100.00
TOTAL KTRS EMPLOYER CONTRIBU	804.00
TOTAL CERS EMPLOYER CONTRIBU	400.00

SAMPLE BUDGET BY LOCATION

2003-2004 CDIP FINAL BUDGET FY2003 – BY LOCATION

 DESCRIPTION
 REVISED BUDGET

2 SPECIAL REVENUE

DISTRICT WIDE

ESS	\$176,714.00
GIFTED & TALENTED	79,100.00
KERA PRESCHOOL	707,326.00
PROFESSIONAL DEVELOPMENT	44,318.66
KETS	364,484.00
TITLE I	1,319,571.00
MIGRANT	133,825.00
TITLE VI	60,764.00
IDEA-BASIC	1,066,304.00
IDEA-PRESCHOOL	83,827.00
TITLE II-TEACHER QUALITY	62,387.00
TITLE IV-SAFE & DRUG FREE SCHOOLS	49,984.00
 <u>TOTAL DISTRICT WIDE</u>	 <u>\$4,148,640.66</u>

ABC ELEMENTARY

ESS	\$ 13,489.00
KERA PRESCHOOL	880.00
PROFESSIONAL DEVELOPMENT	8,767.02
TEXTBOOKS	27,149.00
CLASS SIZE REDUCTION	29,122.00
TITLE I	180,000.00
 <u>TOTAL ABC ELEMENTARY</u>	 <u>\$ 79,407.02</u>

APPENDIX E

Flexible Focus Funds

What is the Flexible Focus Fund?

The Flexible Focus Fund (FFF) was created by the legislature to begin with the 2003-2004 state budget. Basically, the allocations for five categorical programs (Professional Development, Extended School Services, Preschool, Textbooks, and Safe Schools) have been modified to permit the state and local school districts additional flexibility in the distribution of program funds while still addressing the governing statutes and serving the need and the intended student population.

This flexibility became effective with the passage of the budget. That means that districts can move FY03 grant funds within the five programs immediately.

For FY2003-2004, districts will receive a single allocation that covers all of these programs (Remember, there is no money allocated for textbooks in 2003-2004, but FFF can be used to purchase textbooks).

Services in each program area must still be provided according to all statutes and/or regulations established for each program. As an example, the requirement to pass on 65% of the district's allocation for Professional Development to its schools is still in effect. The state is simply now giving districts flexibility in how they fund these required programs. The district now decides how much funding each program will receive to provide required services and where that funding will come from.

How does the new flexibility work?

The flexibility is only within the five programs listed above. The district cannot move part of this money into another program outside the five. The total amount of the allocation for the five programs in the FFF must at all times match the allocation received by the district from the state. In other words, if the state sends you \$500,000 for these five programs then the district shouldn't show less than \$500,000 in total budgets for those five programs.

The first step is for the district to analyze student needs at its schools and determine what strategies were developed that could be funded by programs in the fund. At the district level, it is recommended that a policy and procedures regarding the allocation of FFF be developed.

How should the funds be allocated?

KDE is recommending that each district use one of the two following methods for allocating this fund:

The district would then use those requests to build its district budgets for ESS, PD, Safe schools and textbooks.

Factors to consider when determining the allocations to each school include:

- ?? Elementary and Middle schools provide services in PD, ESS, Textbooks, and Safe Schools.
- ?? High Schools do not provide textbooks through state categorical funding but do provide services in PD, Safe Schools, and ESS.

It may be necessary to weight your allocations to schools based on the above information.

Recommended Method #2

The second method for allocating the FFF is to determine, exclusively at the district level, how much funding is required in each program to provide needed services.

The district would then allocate an appropriate amount to each program based on the needs. This more closely aligns with the practice currently being used, the difference being that the district determines the allocation rather than the state.

Once each program's allocation was determined, the district would perform calculations to determine how much each school would receive in the grant programs that are administered at the school level (ESS, PD, and Textbooks). Again, a reminder, that districts need to make sure that they are giving 65% of their PD allocation to the schools.

As is currently the case, the district would then notify each school council of their allocation for each program.

How will the district receive Flexible Focus Fund monies?

The Flexible Focus Fund allocation will come to the district in four (4) installments. The first will come as close to July 1 as possible. The second, third, and fourth payments will come at the beginning of the next three quarters (October, January, and April). Each distribution will be identified on the check stub as FLEX04 (This is NOT a new MUNIS code).

When are final budgets for Flexible Focus Fund Grants due?

As with other CDIP grants, the final budget is due to be posted to the district's web site by grant and by location **by September 30th** of each year. There is not a MUNIS project code for the Flexible Focus Fund. The district should use the standard MUNIS project codes set up for each grant in the FFF (as shown below).

ESS	120X
Pre-School	135X
PD	140X
Textbooks	160X

INCREASE	220	3200	XXXX	For grant receiving the transfer
DECREASE	220	3200	XXXX	For granter giving the transfer

Amendments within an individual program in the FFF will follow normal amendment guidelines.

How should expenditures for the grants in the Flexible Focus Fund be reported?

Once you have established what allocation the district will give to each program, the district should expend funds under the standard MUNIS project code created for each individual grant.

ESS	120X
Pre-School	135X
PD	140X
Textbooks	160X
Safe Schools	168X*

*Safe Schools expenditure reports are not part of the CDIP process and will not be submitted electronically.

What does the “10% carry forward” mean?

For FY04, each district will be allowed to carry forward up to 10% of the allocation for ANY FY03 State Grant Program. For this year only, the district is not required to reduce the new year grant by the amount of carry forward.

How will this be handled in MUNIS?

In order to simplify this process the district will not be required to make any entries to “transfer” the carry forward to the FY04 grant. Districts should simply leave the money in the FY03 grant and spend that money before spending FY04 money.

Is the carry forward period the same for all grants?

No. The carry forward provision is the balance reflected on the date that a particular grant is supposed to be completed. For example, ESS and Preschool have until September 30th to spend their funds. The district could continue to spend any balance of 10% or less after that date. For other grants the date is June 30th. In those cases the district could continue to spend 10% or less after that date.

What about other grants, like FRYSC?

Any grant that is funded through the General Fund of the State Budget qualifies for this provision. That includes FRYSC. If you have questions about other grant programs that are administered outside KDE,